

**Handbook of Standards, Procedures, and Policies
for the Approval of Professional Education Programs
in the State of Wisconsin**



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HANDBOOK OF STANDARDS, PROCEDURES, AND POLICIES FOR THE APPROVAL OF PROFESSIONAL EDUCATION PROGRAMS IN THE STATE OF WISCONSIN

INTRODUCTION

The purpose of this document is to provide guidance to educator preparation institutions and programs as they prepare for initial and continuing program reviews under the standards, policies, and procedures established in Chapter PI 34 of the Wisconsin Administrative Code. The intent of Chapter PI 34 is to develop performance-based professional education programs based on a set of standards. The approval process enables the State of Wisconsin to assert that approved educator preparation institutions and programs in the state meet proficiency requirements, as measured by the performance of their students and graduates, that ensures quality teaching, administration, and pupil service practices in Wisconsin's schools. This approval process also encourages educator preparation institutions to develop a collaborative process with various parts of the education community to facilitate the continuous improvement of their educator preparation programs. **This process applies to all professional education preparation programs:** undergraduate, post baccalaureate, and graduate teacher education, school administration, and pupil services programs.

Performance-Based Educator Preparation

This shift to performance-based educator preparation (teacher education, pupil services and administrator preparation programs) in Wisconsin represents a major change in how educator preparation is conducted in the state. Under the previous system that was defined by PI 3 and PI 4 of the Wisconsin Administrative Code, educator preparation programs were accountable to the state for including certain "inputs" in their educator preparation programs (e.g., certain topics that were required to be covered in the curriculum). Now, under the new performance-based system, educator preparation institutions face a much more stringent test and are required to demonstrate that students who complete their programs are proficient with regard to state approved teaching/administration/pupil service standards, content standards and on a number of additional knowledge and performance indicators specified in the statutory requirements and rule.

Institutional Flexibility and Accountability

Educator preparation institutions have the flexibility under PI 34 to develop distinctive preparation programs that reflect the unique missions, goals, and structures of their organizations. Institutions also are accountable for providing evidence that these programs prepare professional educators who are able to meet the standards established by the State of Wisconsin. All programs that prepare educators, including licensure programs based on equivalency, must meet the same criteria for approval.

Each institution determines what combination of documentary evidence to submit to the DPI to demonstrate that its programs successfully prepare candidates for licensure who meet Wisconsin's performance standards. This handbook contains suggestions for documentation that

can provide evidence of meeting specific performance standards. It is important to stress however, that the institution has the ultimate responsibility for organizing and presenting the evidence demonstrating that its programs provide candidates with the opportunity to meet, and that its program completers have met, the various standards, rules, and statutory requirements established in Chapter PI 34.

The Format and Structure of this Handbook

Program approval and licensing standards established in Chapter PI 34 represent a major shift in how the Wisconsin Department of Public Instruction (DPI) reviews educator preparation programs and licenses educators. This handbook is designed to assist all Schools, Colleges, and Departments of Education (SCDs) in preparing for both initial and continuing DPI educator preparation program reviews for both graduate and undergraduate programs. This handbook provides guidance in four key areas:

- 1) Critical elements of the program approval process,
- 2) Initial and continuing program review, approval, and appeal processes and procedures,
- 3) Rubrics for institutions to use in self-assessing their programs and for the DPI to use in evaluating programs in relation to PI 34,
- 4) Matrices and other tools and suggestions for institutions to use in preparing their Professional Education Program Report for submission to the Department of Public Instruction (DPI) for Initial and Continuing Program Approval.

Critical Elements of the Program Approval Process

Effective July 1, 2000, under PI 34, Wisconsin Administrative Code, (the rule governing educator preparation program approval,) the Wisconsin Department of Public Instruction is to conduct an initial review of all educator preparation programs. The initial review process and each subsequent five year review are composed of two components:

- Review of written evidence that programs with students who graduate after August 31, 2004 meet the Wisconsin's Performance-based Standards, and statutory and rule requirements specified in Chapter 118.19, WI Stats. and PI 34.
- On site review of programs conducted by a team of examiners constituted by the Wisconsin Department of Instruction.

Initial program approval is valid for five years unless the program undergoes a substantive redesign. Subsequent program approval reviews will be conducted every five years. Review and comment on the Program Evaluation and Approval Report of the on-site team by the Professional Standards Council may be provided for programs that have previously been denied approval or received a conditional approval. Following the initial review process, continuous program reviews will be conducted annually by the department's liaison and/or other department consultants. These annual reviews will be facilitative in nature.

Written Evidence

As of July 1, 2000, IHEs and other educator preparation institutions/organizations are required to submit written evidence to support the approval of their educator preparation programs. The components of this evidence are described in greater detail in the text that follows. This written evidence, in total, comprises the institution's Professional Education Program Report and is sent from the dean, director or chair of the education school, college or department [SCD] to the Wisconsin Department of Public Instruction director of Teacher Education, Professional Development and Licensing as part of the initial review process and each subsequent five year review. The Professional Education Program Report should not exceed 50 pages in length and should be submitted both electronically and in hard copy.

In addition to the Professional Education Program Report, the IHE must submit each individual license program's assessment plan that addresses its content standards and corresponding knowledge, skills and dispositions.

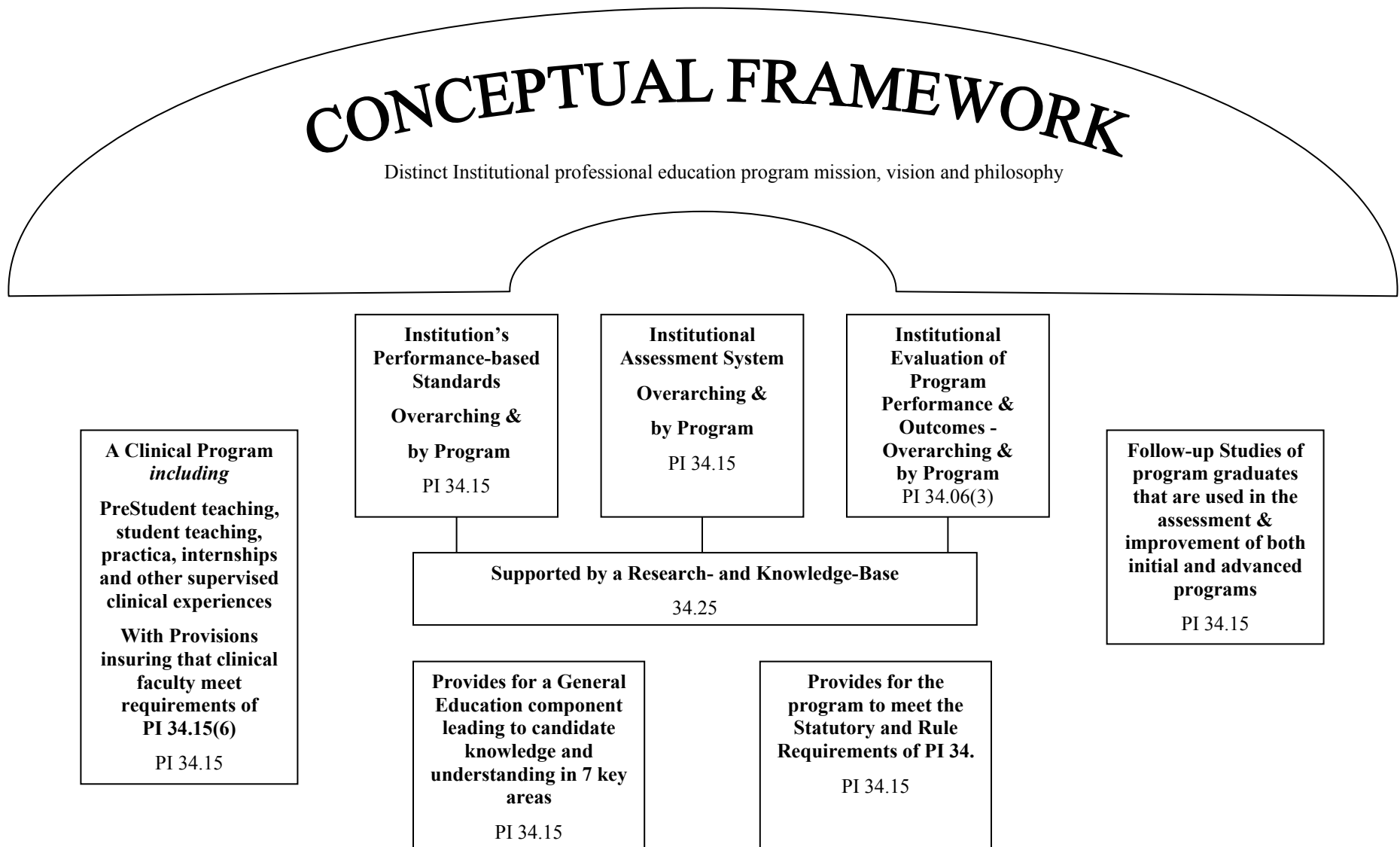
Components of the Professional Education Program Report

1. The institution's relevant policies and practices including its mission vision and philosophy affecting the preparation of professional school personnel:
 - 1.1. Organization and administration of the professional education program;
 - 1.2. Faculty qualifications, diversity, promotion, load & professional development;
 - 1.3. Adequate facilities, technology, instructional resources and support including an instructional materials center;
 - 1.4. Student services – advising, materials, support services, maintenance of records, employment outcomes;
 - 1.5. Student recruitment, admission and retention.
 - 1.6. The institution's evidence of systematic, ongoing collaboration with employing schools and school districts (school boards).
2. The institution's performance based, well defined, articulated and defensible conceptual framework for the preparation of professional educators that incorporates the Wisconsin Standards and includes the research base for program design and improvement:
 - 2.1. The institution's research based assessment system used to evaluate candidate quality as measured against the Wisconsin Teacher, Administrator and Pupil Services Standards and how the assessments are used to evaluate and improve programs.
 - 2.1.1. Measurable program-wide performance tasks (knowledge, skills and dispositions) described under all standards, with a discrete set of performance tasks under standard 1 (content knowledge) and other unique KSDs under standards applicable to each individual professional program.
 - 2.1.2. Implementation and evaluation of student portfolios that provide evidence of success in the Wisconsin Standards.
 - 2.1.3. Assessments conducted for 1) entry, 2) foundations, 3) Pre-student teaching/practicum/internship, 4) Student teaching/ Practicum/Internship, 5)program exit/completion.
 - 2.1.4. All assessments are developmental, multiple and measurable over time; and identify levels of proficiency or other benchmarks that demonstrate student success.
 - 2.1.5. Assessments are developed for
 - 2.1.5.1. communication skills,
 - 2.1.5.2. human relations and professional dispositions,
 - 2.1.5.3. content knowledge for subject area programs (to include passing state tests),
 - 2.1.5.4. pedagogical knowledge,
 - 2.1.5.5. teaching/pupil services/administrative practice.

Components of the Professional Education Program Report (cont.)

- 2.2. Provisions that enable all students (pursuant to their license area) to demonstrate knowledge and understanding of
 - 2.2.1. Cooperative marketing...
 - 2.2.2. Environmental education...
 - 2.2.3. Minority group relations
 - 2.2.4. Conflict resolution
 - 2.2.5. The role and responsibility of a teacher...
 - 2.2.6. Teaching reading and language arts including phonics...
 - 2.2.7. Assessing and educating children with disabilities
 - 2.2.8. Modifying the regular curriculum for pupils with disabilities.
- 2.3. A clinical program including practica for pupil services and administrative programs, internships for graduate programs, and prestudent teaching, student teaching, and other supervised clinical experiences in PK-12 school settings.
- 2.4. Provisions to insure cooperating teachers and school based supervisors meet requirements.
- 2.5. For students in initial classroom teaching programs, a general education program that demonstrates their knowledge and understanding of: 1) written and oral communication, 2) mathematics, 3) fine arts, 4) social studies, 5) biological and physical sciences, 6) the humanities, including literature, 7) western and non-western history or contemporary culture, 8) Wisconsin's model academic standards.
- 2.6. The institution's evaluation of its performance and outcomes within the context of its mission and goals as they relate to the Wisconsin Teacher, Administrator and Pupil Services Standards, including
 - 2.6.1. a graduate follow-up plan with required components and,
 - 2.6.2. The institution's Title II of the Higher Education Act report, including the pass rate of the institution's graduates on the state teacher certification content examination.

Figure 1. The Eight Descriptive Elements of the Conceptual Framework



THE INSTITUTION’S RELEVANT POLICIES AND PRACTICES

The documentation of the organization, administration, and support of educator preparation programs is primarily evident in organizational charts and institutional policies and practices in the following areas:

- Organization and administration of programs;
- Policies governing faculty qualifications, responsibilities, recruitment, promotion, and continuing development;
- Instructional facilities, resources, and support;
- Student advising, support, and assessment; and
- Student recruitment, admission, and retention.
- Evidence of systematic, ongoing collaboration with employing schools and school districts

As part of its Professional Education Program Report that is submitted to DPI prior to the site visit, educator preparation institutions will complete the “Self-Assessment of Institutional Policies and Practices Form” (see Appendix F for the form and examples of documentation that can be used as evidence of meeting these standards.).

In addition, educator preparation institutions must provide evidence of systematic, ongoing collaboration with employing schools and school districts. While evidence can take many forms, it should demonstrate responsiveness to the particular needs of the schools and school districts. Evidence of collaboration might include professional development partnerships, field-clinical placement structures, and participation on initial educator teams, mentor training, partnership agreements, collaborative grants, or collaborative workshops, meetings or presentations

While the institution’s relevant policies and practices are part of the Professional Education Program Report, they may be maintained and available for review on campus; the SCD may use the Self Assessment form to identify its policies in the Professional Education Program Report. If DPI identifies problems in the Conceptual Framework, it may request additional information related to the institutional policies and practices of an educator preparation institution.

CONCEPTUAL FRAMEWORK

While all of the evidence listed under the components of the Professional Education Program Report (page 4) must be submitted to the department, at the heart of the institution’s written evidence is its conceptual framework. Chapter PI 34 defines this as the “standards, assessments and benchmarks used by an [educator preparation institution] to determine the communication skills, human relations and (educator) dispositions, content knowledge, pedagogical knowledge and teaching/pupil service/administration practice competence of students who are candidates for a license.” The rule goes on to further define the required

elements of the conceptual framework.¹ The institution must describe its unique program by addressing its mission, vision and philosophy that are research based including each of the following elements of the conceptual framework:

1. The education program's overarching performance-based standards (knowledge, skills and dispositions) for each of Wisconsin Standards two through ten (teachers); and two through 7 (pupil services and administration); and for standard one (content) by individual license program including teaching, pupil services and administration;
2. The institution's assessment system over time and using multiple types of measures including
 - a. For students - at entry, during foundations, during pre-student teaching, admission to and during student teaching/practicum/internship and at exit or program completion (see figure 2);
 - b. Provision for a General Education component for initial teacher candidates leading to student knowledge and understanding in 7 key areas;
 - c. Provisions to measure the students' knowledge and understanding of the statutory and rule requirement content (i.e., conflict resolution, minority group relations, assessing and educating children with disabilities, etc.);
 - d. A clinical program with provisions insuring the clinical faculty meet the requirements of PI 34.15.
3. Institutional evaluation of program performance and outcomes overall and by program that is
 - a. research based
 - b. with the rationale for the development of the performance tasks, assessments and evaluation of program performance and outcomes;
 - c. that includes follow-up studies of program graduates/completers that are used in the assessment of both initial and advanced programs; and
 - d. The IHE's Title II of the Higher Education Act report to the state.

The Conceptual Framework Summary is found in Appendix A. The corresponding rubrics for each element are found in the PI 34 Institutional Review Guide, Appendix I.

The conceptual framework establishes the shared vision and performance standards that guide the efforts of all of the institution's professional education programs and faculty as they prepare educators for Wisconsin's PK-12 schools. It provides direction for the development and implementation of programs, courses, clinical experiences, and expected candidate performances and assessments. It directs the development and implementation of professional education program assessment systems and follow-up studies. The documented conceptual framework is knowledge-based, articulated, coherent and shared with faculty, staff, students and the local

¹ The specific PI 34 reference citation for each of the required elements is explicated in the Conceptual Framework Summary - Appendix A.

employers (schools and school districts/boards). The document describes how the program addresses each of the following elements.

1. Education Programs' Performance-Based Standards

Wisconsin Teaching/Pupil Services/Administrative Standards

The conceptual framework must identify the teaching standards, administrator standards and pupil services standards, and expected performances that each candidate must master at a level appropriate for initial educators. Institutions may either adopt Wisconsin's Performance-based Standards or develop standards that better reflect the mission, vision and philosophy of their programs. If an institution chooses to use an alternative set of standards, it must show how the Wisconsin Performance-based Standards are integrated into its programs. Additional standards that enhance or support the mission of the program, department, school or institution may be developed and adopted. Under each of these standards, the SCD must develop its own performance expectations comprised of knowledge, skills and dispositions unique to its mission and philosophy upon which all students will be assessed.

Content Knowledge Standards

Each individual professional (license) program must have a set of content standards (standard one) with corresponding knowledge, skills and dispositions which incorporate Wisconsin's content guidelines and the Wisconsin Model Academic Standards. In the area of content knowledge assessment, each professional education program will describe the multiple assessment measures it uses (including portfolio assessment) to assess subject matter content knowledge in the context of the Wisconsin Teacher, Administrator and Pupil Services Standards, or their equivalent; and when the students will take and pass the state's standardized assessment of content knowledge in each discipline. These content standards are:

- Standards adopted by Wisconsin's Professional Standards Council, or
Standards developed by the program that are based on the standards of national learned societies, national organizations in the discipline, or other recognized groups or organizations.

2. Research and Knowledge-Base for the Development of Performance Tasks, Assessments and Evaluation of Program Performance and Outcomes

Within the conceptual framework, the institution also presents the research and knowledge about best practice used to develop its standards-based performance tasks (knowledge, skills and dispositions), assessments, and evaluation of program performance and outcomes. These need not be specifically described for each task and assessment. Rather, the institution should show in a broad way how the key concepts in its conceptual framework and program vision are grounded in research and knowledge about best practice. It is not expected that lists of specific references be provided. The focus should be on explicating and justifying the key concepts embedded in the conceptual framework and institutional vision for professional education. The justification for an institution's approach may be found in research, a consensus of expert opinion about best

practice in teaching and learning, administration and pupil services; and in a consensus about good practice in assessing individual and program outcomes.

Each professional education program must provide evidence of how data gathered on candidate performance at key points in the program are used to regularly evaluate and improve programs. The conceptual framework establishes the mission, goals, and structure of the program and the assessment system assesses candidate performance in meeting Wisconsin's performance-based standards. The institutional evaluation assesses each program to ensure that candidates are successful in meeting those standards. Candidate outcomes, as determined by performance on state-approved standardized tests of content knowledge and performance on standards-based performance-tasks in the program's assessment system, must be used to identify areas of programmatic strength and needed growth. The institution must be able to show how it has used these data to plan for the improvement of its programs.

3. The Student Assessment System Components

The conceptual framework must also describe **how** each candidate's knowledge, skills and dispositions are systematically assessed throughout the program. This required category of written evidence for program approval is the institutional assessment system. As the name implies, this assessment system has elements that cross program boundaries and guide the assessment of the performance of every candidate in every professional education program across the institution. The assessments under all the standards are developed with members of the professional community and occur at key milestones in the professional development of a candidate, including program entry, foundations, pre-student teaching/practicum/internship, during student teaching/practicum/internship, and at student exit/program completion. Within individual programs, these assessments may go beyond the required teacher/administrator/pupil services and content standards and include additional standards, performance tasks, and assessments that reflect the particular standards of an area of licensure. Typically, each of the content standards under standard one will be unique to the individual professional program.

This assessment system for all professional education candidates includes measuring performances in the following 5 categories:

1. Communication Skills,
2. Human Relations and professional dispositions,
3. Content Knowledge for each individual program (including passing the state examination when applicable),
4. Pedagogical Knowledge and
5. Teaching/Pupil Service/Administration Practice.

A general model of an assessment system is presented in [Figure 2](#). See Appendix B for examples of documentation that can be used as evidence of meeting these requirements.

The assessments are used both to monitor candidate performance and to improve programs on a continual basis. It is expected that educator preparation institutions take effective steps to eliminate sources of bias in their performance assessments and work to establish the fairness, accuracy, and consistency of their assessment procedures. It is also expected that each

professional education program assures that prospective educators and the school and college/university-based educators who work with them understand the scope and purposes of the assessments, the performances, assessment criteria, and processes and procedures that comprise the assessment system.

Each educator preparation institution in Wisconsin must have an assessment system that is aligned to its conceptual framework and is used to evaluate the readiness of its candidates to be recommended for an educator license. This assessment system is developmental, uses multiple types of assessments and is measurable over time. The system identifies levels of proficiency or other benchmarks that can clearly demonstrate student success. The system incorporates assessments of a portfolio of evidence for each candidate that provide clear evidence of the student's accomplishing the knowledge, skills and dispositions under the Teacher/Pupil Services/Administrative standards at the level appropriate for a beginning teacher/administrator/pupil services professional.

After a candidate has been admitted to a professional education program, the program must provide for multiple assessments of candidate knowledge, skills, and dispositions that are developmental in scope and sequence. The results of these assessments are communicated to candidates as they progress towards accomplishment of the Wisconsin standards. This ongoing assessment system should assess candidates' progress toward achieving the level of proficiency required at the time of program completion. Systematic assessment must ensure that:

- All candidates completing programs at both the initial and advanced level demonstrate the knowledge, dispositions, and skills that substantiate competence in the Wisconsin teaching/administration/pupil services standards listed in PI 34 or their equivalent as approved by the state superintendent. It is permissible for institutions to include dispositions within performances and not to assess dispositions separately from performances.
- In the assessment of pedagogical knowledge and teaching/pupil services/administration practice as determined by proficiency of the Wisconsin standards, each program has (a) identified levels of proficiency or other benchmarks that demonstrate candidate success, (b) uses multiple measures over time of progressively more complex performance tasks culminating in an assessment during student teaching, internships, or practica. The performance tasks that support each standard that is assessed must (a) include the content of the standard and (b) demonstrate mastery of the standard.²
- Each candidate demonstrates proficient levels of content knowledge in the license area as documented by (a) passing scores on standardized tests approved by the state superintendent which includes the Wisconsin model academic standards,
 - AND (b) proficiency in the license area with regard to content standards adopted by the state superintendent from recommendations by the professional standards

² Institutions should show within the presentation of their conceptual framework how the assessment system is grounded in research and knowledge on best practices in education. It is not necessary to show how each separate performance task is grounded in research.

council OR standards adopted by the SCD using national standards, guidelines from learned societies or national organizations, or other recognized groups or organizations. These content standards must include the Wisconsin model academic standards. The assessment of the content standards will be done within the context of the assessment of the Wisconsin Teacher/Administrator/Pupil Services Standards (e.g., standard #1).

- Each candidate demonstrates an awareness of the Wisconsin Model Academic Standards and an understanding of how educators operate in a standards-based environment appropriate to the areas in which they are to be licensed.
- The assessments measure each candidate's communication skills.
- Each candidate who completes the program has a portfolio of evidence that demonstrates that the Wisconsin standards or their equivalent have been met. The portfolio includes a written evaluations from the candidate's cooperating teachers and SCD supervisors of student teaching, from school based supervisors and SCD supervisors of practica, or from licensed local school district supervisors of graduate internships.
- The institution's assessment of candidates provides evidence of pupil learning and teacher candidates' reflections about that learning that address: (a) the relationship between the teaching that occurred and the pupil learning shown, (b) the identification of "next steps" in instruction for the pupils.
- The institution's assessment of candidates includes evidence of the assessment of knowledge, understanding, and skill in minority group relations and conflict resolution. These must be assessed as outlined in state statutory and rule requirements (see Appendix E).
- For licenses to teach reading and language arts to pupils in grades PK to 6, the assessment system must include evidence of the ability to teach reading and language arts using appropriate instructional methods including phonics. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups and syllables."
- For all licenses, the assessment system must include evidence of the ability to (1) use procedures for assessing and providing education for pupils with disabilities, including the roles and responsibilities of regular and special education providers, and (2) modify the regular education curriculum when instructing pupils with disabilities.
- For licenses in economics, social studies or agriculture, the assessment system must include evidence of knowledge and understanding of cooperative marketing and consumer cooperatives.
- For licenses in agriculture, early childhood, middle childhood to early adolescent, science and social studies, the assessment system must include evidence of knowledge

and understanding of environmental education including the conservation of natural resources.

Assessment at Program Entry

At the time that any candidate applies for entry into a professional preparation program, the institution and the program must assess:

- Candidate competency in communication skills, which includes reading, writing, mathematics, speaking, listening, media and emerging technology as determined by passing scores on standardized tests approved by the state superintendent, or through assessments designed by the SCD prior to admissions to the programs.
- Other candidate program entry requirements such as letters of recommendation, prior experiences with children, personal interviews, or background checks.
- A candidate's cumulative grade point average of not less than 2.5 on a 4.0 scale on at least 40 semester credits of undergraduate college level course work for admission to initial programs, or a 2.75 on scale of 4.0 in a bachelor's degree program for admission to advanced programs. Evidence other than grade point average may be approved by the state superintendent for use by colleges where alternative measures of performance are in place.
- Exceptions relating to the established passing scores on standardized tests or SCD designed or approved assessments, or the minimum cumulative grade point average may be granted to no more than 10% of the total number of students admitted to the initial or advanced programs for each admission period.

The institution may adopt additional entry-level criteria that enhance its programs' ability to serve the mission of the institution and achieve program goals.

Assessment of Foundations

Foundations are those required collegiate courses and experiences for all students that reflect the philosophy of the institution and provide a broad liberal arts education to the entire student body. Because many of these institutional requirements occur outside of the education department, it is important that the education SCD maintain close communication with those entities of the institution and incorporate foundations requirements into the assessment system where appropriate. In many cases, this will reduce duplication of coursework. What is critical to insure is consistency in measuring the student's acquisition of knowledge, skills and dispositions as they occur system wide. To effectuate this cohesion in the assessment system, the education department must have ongoing collaboration with other departments of the institution and their input into the development and implementation of the assessment plan.

Assessment of Pre-Student Teaching

Clinical program requirements of PI 34 include supervised pre-student teaching experiences in a school setting which provide practical experience for the student enrolled in a teacher

preparation program. The prestudent teaching experiences require onsite supervision of experiences which are developmental in scope and sequence and occur in a variety of school settings. The prestudent teaching experience must be designed to provide students with the knowledge and understanding of the ten Wisconsin Teaching Standards. It is at this point in the education preparation program that the development of the student portfolio is required to be initiated. The institution's assessment system must describe how students in the pre-student teaching experience will be assessed in

1. communication skills,
2. human relations,
3. professional dispositions,
4. content knowledge, and
5. pedagogical knowledge.

Some of this evidence will be in the student's portfolio and some may be in other formats. Since all assessments are developmental and use multiple types of measures, the measurement criteria for these first experiences will be less demanding than those of the actual practice teaching. The institution's assessment system must describe what content will be required in the student's portfolio to address the ten standards, how it will be assessed; what criteria will be used; and how the student's onsite experience will be evaluated by at least 2 written evaluations based upon observations by the cooperating teacher or by the SCD supervisor. Arguably, the most valid assessment of the pre-student teaching experience is the observation by the cooperating teacher and SCD supervisor. It is essential that the written evaluation format of these observations be carefully constructed to insure consistency, that components being evaluated closely correspond to the ten standards, and criteria for rating the students are very specific.

Assessment of Student Teaching

The minimal clinical program requirements for Student Teaching include experiences in school settings for full days during a full semester following the schedule of the school placement. During this experience, the student portfolio is built upon with evidence of increased proficiency of the Ten Standards. Using multiple measures which include the portfolio, the institution needs to assess how well the students interact with and adapt instruction for children with disabilities or other exceptionalities; as well as how it will measure the students' knowledge and understanding of the ten Wisconsin Teaching Standards both in the clinical setting and through coursework. Since these assessments are developmental, at this stage in the assessment, the criteria will be more stringent than at previous points in time. The institution's assessments will measure how proficient students in the student teaching experience are in

1. communication skills,
2. human relations,
3. professional dispositions,
4. content knowledge,
5. pedagogical knowledge,

6. and teaching practice.

The institution's assessment of student teachers provides evidence of pupil learning and teacher candidates' reflections about that learning that address: (a) the relationship between the teaching that occurred and the pupil learning shown, (b) the identification of "next steps" in instruction for the pupils. During the student teaching experience is probably the most propitious time to assess the candidates' actual application of skills. It is therefore of the utmost importance to insure consistency in the instruments, measures and criteria used to assess the student teaching experience. These assessment procedures must be uniformly used by the SCD supervisors and cooperating teachers in their four written evaluations. Of course, the portfolio is one of the primary mechanisms for documentation of the practice teacher's skills and the IHE must have a specific procedure to review the portfolio for all of the standards at this juncture. Included in the portfolio is the cooperating teacher's evaluation of the student teacher. Other evaluations by PK-12 professional school personnel that attest to the competency of the candidate as a prospective teacher may also be included in the portfolio. The student teacher determines the evaluations that may be available to prospective employers. The portfolio should include evidence of completion of program requirements, quality of student work samples and the candidate's self assessment.

Assessment of Practicum

Supervised practica for pupil services and administrative licenses are required in the specific area of licensure, i.e. school counselor, school psychologist, school social worker and school district administrator, director of instruction, director of special education and pupil services, principal, school business administrator, instructional library media supervisor, instructional technology coordinator, and reading specialist. While the period of time for the practicum is not specified, IHEs need to design the practicum experience such that it is developmental, provides candidates with learning experiences in the Wisconsin Teaching Standards and the Administrative or Pupil Service Standards. The institution's assessments will measure how proficient students in the practicum experience are in

1. communication skills,
2. human relations,
3. professional dispositions,
4. content knowledge,
5. pedagogical knowledge,
6. and pupil services or administrative practice.

The IHE's assessment system must include procedures to measure the practicum student's knowledge and understanding of the standards which must include at least 4 written evaluations by the school-based supervisor and SCD supervisor and 2 conferences involving the school-based supervisor, SCD supervisor and practicum student. The required portfolio is again a mechanism to document the practicum student's skills and must contain the school-based supervisor's evaluation of the practicum. Other evaluations by PK-12 professional school personnel that attest to the competency of the candidate as a prospective pupil services staff or administrator may also be included in the portfolio. The practicum student determines the

evaluations that may be available to prospective employers. The portfolio will document the student's completion of the program requirements and quality work samples. As with the student teaching evaluation, assessments of the practicum must be well defined with specific criteria to insure consistency in expectations and reliable assessment results.

Assessment of Internship

Each institution offering graduate education programs must include a graduate internship program in the area of licensure although there are discrete requirements and options for those experiences depending on the license area. However, as with all clinical experiences, the IHE needs to insure the internship is in the area of licensure, that it is developmental and that it facilitates the candidates' knowledge and understanding of the Wisconsin Teacher, Administrator or Pupil Services Standards. The institution's assessments will measure how proficient students in the internship experience are in

1. communication skills,
2. human relations,
3. professional dispositions,
4. content knowledge,
5. pedagogical knowledge,
6. and teaching, administration or pupil service practice.

This clinical experience should be evaluated in a consistent manner similar to the practicum although the primary responsibility for supervision is the licensed local school district supervisor.

Assessment At The Time Of Program Exit/Completion

Candidate performance on each standard must also be assessed at the time that the program is completed. Cumulative assessment on each standard over time must indicate mastery of the standard at the level of proficiency required for beginning educators by the time the candidate completes the program. In addition to these assessments, each program must also apply at least the following exit criteria:

- A minimum grade point average of 2.75 on a 4.0 scale for initial programs or a minimum cumulative grade point average of 3.0 on a 4.0 scale for advanced programs. Evidence other than grade point average may be approved by the state superintendent for use by colleges where alternative measures of performance are in place.

Exceptions to the minimum grade point average may be granted to no more than 10% of the total number of students completing professional education programs leading to licensure in each graduation period.

- Each candidate demonstrates proficient levels of content knowledge in the area of licensure as documented by (a) passing scores on standardized tests approved by the state superintendent which includes the Wisconsin model academic standards,

AND (b) proficiency in the area of licensure with regard to content standards adopted by the state superintendent from recommendations by the professional standards council OR standards adopted by the SCD using national standards, guidelines from learned societies or national organizations, or other recognized groups or organizations. These content standards must include the Wisconsin model academic standards. The assessment of the content standards will be done within the context of the IHE's assessment system of the Wisconsin Teacher/Administrator/Pupil Services Standards (e.g., standard #1).

- Each candidate demonstrates an awareness of the Wisconsin Model Academic Standards and an understanding of how educators operate in a standards-based environment appropriate to the areas in which they are to be licensed.
- Each candidate who completes the program has a portfolio of evidence that is analyzed and demonstrates that proficiency in Wisconsin standards or their equivalent have been met. The portfolio includes a written evaluations from the candidate's cooperating teachers and SCD supervisors of student teaching or internships, from school based supervisors and SCD supervisors of practica, or from licensed local school district supervisors of graduate internships.
- Using the above data, the IHE will have defined criteria and procedures to determine who will or will not be endorsed by the institution for licensure.

Figure 2. General model of an assessment system.

Assessment System includes student and program assessment:

- A Portfolio of Evidence for each candidate that demonstrates proficiency in the Wisconsin Standards at a level appropriate for a beginning teacher/administrator/pupil services staff,
- Multiple measures over time of progressively more complex performance tasks based on best practice,
- Assessment of students' knowledge, skills and dispositions under the Wisconsin Standards.
- Program graduate follow up studies plan and Title II of the HEA report to the state

Student Program Entry - PI 34.14 admission requirement standards	Students' Foundations	Pre-Student Teaching/ Practicum/Internship	Student Teaching / Practicum/Internship	Student Program Exit/Completion	Program Follow-Up Studies Plan & Annual Title II Report of IHE's Program Completers
<ul style="list-style-type: none"> • GPA • Minimum number of credits • Student interview • Letters of recommendation • General education course completion ³ • Passing basic skills/communication exam • Prior experiences • Field experiences • Background check 	<ul style="list-style-type: none"> • Assessment of Liberal Studies • Assessment of General Education • Assessment of required major content & prerequisites 	<ul style="list-style-type: none"> • Assessment of application of KSD's in various field placements. • Portfolio assessment • Self assessments • Cooperating teacher or supervisor assessments • Assessment of acquisition of KSDs through coursework. • Analysis of assessment data to determine readiness for student teaching/practicum/internship based on attainment of defined level of performance on performance tasks in first 4 categories. 	<ul style="list-style-type: none"> • Assessment of acquisition and application of KSDs in the 5 categories in the clinical placement and associated coursework. • SCD supervisor assessment • Self-assessments • Analysis of candidates' portfolios to determine <ul style="list-style-type: none"> • Completion of program requirements & standards • Positive cooperating teacher/supervisor evals • Quality of student work samples 	<ul style="list-style-type: none"> • GPA • Passing state content exam⁴ • Analysis of assessment data to determine fitness for initial licensure based on defined levels of performance on each of the performance tasks developed to assess attainment of Wisconsin's Standards. • Analysis of candidates' portfolios • Exit interview • Recommendation for licensure or completion without licensure 	<ul style="list-style-type: none"> • Collection of follow-up data re: former program completers • Analysis and use of data to improve program • Dissemination & publication of annual Title II report data

³ The general education requirement must be completed prior to certification.

⁴ The state required content exam must be completed prior to certification but may be administered at any time.

4. Clinical Program Requirements

The previous section described the assessment requirements for the clinical experiences. This section of the conceptual framework describes the requirements for clinical programs including qualifications of cooperating teachers, school-based supervisors, and college or university (SCD) supervisors. The clinical program is linked to the academic program and provides prestudent teaching, student teaching, practica for pupil services and administrative programs, and graduate internship experiences.

Prestudent teaching

- Programs require onsite supervised clinical experiences that occur prior to student teaching, are developmental in scope and sequence, and occur in a variety of school settings.

Student teaching

- The program requires experiences that are developmental in scope and sequence, occur in school settings, and meet Wisconsin's statutory requirements. These experiences must provide candidates with the opportunity to interact with and adapt instruction for pupils with disabilities.
- The initial student teaching or internship experience is for full days for a full semester following the daily schedule and semester calendar of the cooperating school, or equivalent as determined by the state superintendent.

Practicum

A supervised school based practicum that is developmental must be described for pupil services and administrative license candidates in the area of licensure. Discrete PI 34 practicum requirements are in place depending upon the license program.

Internship

Advanced programs must describe a school based graduate internship in the area of licensure that is developmental in scope and sequence. Further details regarding statutory requirements and measures of successful performance that are outlined in Chapter PI 34 are presented in Appendix C.

Cooperating Teachers and School-Based Supervisors

In relation to the clinical program, the conceptual framework describes the institution's requirements for cooperating teachers and school-based supervisors, demonstrating that those professionals who work with the institution's students meet all of the following requirements:

- Hold a Wisconsin license and have volunteered for assignment as a cooperating teacher or practicum/internship supervisor.
- Have at least 3 years of teaching experience or pupil service or administrator experience with at least one year of teaching/pupil service/administrator experience in the school or school system of current employment.

- Have completed training in both the supervision of clinical students and in the applicable Wisconsin Standards for their professional educator group.

See Appendix C for examples of documentation that can be used as evidence of meeting these requirements.

5. The General Education Program Requirements

The conceptual framework also identifies the general education program required of initial classroom teacher candidates. Each institution's assessment system must describe how it ensures that each initial teacher candidate has knowledge and understanding in all of the following areas through participation in its general education program:

- Written and oral communication.
- Mathematics.
- Fine arts.
- Social Studies.
- Biological and physical sciences.
- The humanities, including literature.
- Western and non-western history or contemporary culture.

See Appendix D for examples of documentation that can be used as evidence of meeting these requirements. These assessment requirements need not be segregated from the ten Teaching Standards but could be incorporated as knowledges under specific standards. For an example of this integration of the Wisconsin Teacher Standards and statutory and rules requirements, see Appendix G.

6. Institution's Evaluation of Performance and Outcomes

Follow-Up Plan

The conceptual framework must provide a description of the institution's plan to follow-up on the performance of its program graduates. This follow-up plan must:

- Include the ways used to gain information from program graduates, their employers (school boards, principals), educators in the field and others to provide feedback to the program,
- Document what information has been collected, how the information is being used, and whether any program changes have occurred as a result of the follow-up.
- Provide assistance to program graduates and other initial educators in the institutions' service area, alone or in collaboration with local districts and CESAs, and demonstrate how this assistance has contributed to initial educators' success.

The Institutional Title II of the Higher Education Act Report To The State

In 1998, the Congress of the United States re-authorized the Higher Education Act. Title II of this Act requires that all teacher preparation institutions prepare and submit a report to their respective states on the performance of teaching candidates who have completed their programs. Each state, in turn, is to compile a report that ranks each of its teacher preparation institutions according to the performance of its “program completers” in relation to those of other institutions in the state. The annual Institutional Report to the State (20 USC 1027, sec. 207) must be submitted to the Wisconsin Department of Public Instruction as part of the body of written evidence supporting the request for the approval of teacher preparation programs. The directions for completing this annual report to the state are included in Appendix H.

INITIAL AND CONTINUING PROGRAM REVIEW PROCEDURES

Each dean, director, or chair of education in an institution of higher education or other educator preparation institution/organization is responsible for compiling the written evidence required for the initial review and approval of programs by the Wisconsin Department of Public Instruction (DPI). This written evidence is submitted as the Institution's Professional Education Program Report (see p. 4) and must be submitted to the Director of Teacher Education/Professional Development/Licensing at the DPI.

1. Timeline for the Initial Review of Written Evidence and On-site Review of Programs

This timeline has been developed to assist all educator preparation institutions in preparing for the initial program review. The dates are intended to provide sufficient lead time for materials to be developed by the institution and submitted for review; to plan, prepare and conduct the site visit; and to provide for the appropriate and timely exchange of information between the institution and the DPI.

For professional education programs that are also involved in securing external accreditation by the National Council for Accreditation of Teacher Education (NCATE) or the Teacher Education Accreditation Council (TEAC), DPI and the external accrediting agency will coordinate their review of programs to minimize duplication of effort by educator preparation institutions. This coordination will include such things as the preparation of written documents, and onsite visits and interviews with various personnel. External accreditation by NCATE or TEAC is not required for program approval by the state of Wisconsin.

One Year Prior to Onsite Review

- The dates for the on-site visit are established between the institution and the DPI liaison to that institution.
- The Handbook of Standards, Procedures, and Policies for the Approval of Professional Education Programs in the State of Wisconsin is delivered to the dean, director or chair of education for that institution.
- The Professional Standards Council is notified of the dates of the scheduled site visit.

Six months Prior to Onsite Review

DPI selects and trains the Program Approval Team composed of DPI consultants, IHE education faculty and school based practitioners.

90 Days Prior to Onsite Review

- The dean, director, or chair of the Education school, college or department (SCD) must submit the Institution's Professional Education Program Report to the Director of Teacher Education/Professional Development/Licensing at the DPI. This report contains the written evidence and self-assessments required for approval of each professional education program offered by the institution. (see page 4) The completed report may be submitted to the DPI in electronic format.

- The dean, director, or chair also submits each license program's assessments that include and address its content standards with corresponding knowledge, skills and dispositions required of the students.
- The DPI Teacher Education liaison conducts a pre-visit to the institution to establish a schedule of activities for the site visit. This schedule will include plans for interviews and group discussions, visits to cooperating teachers/pupil service staff/administrators and for the review of written evidence including candidate portfolios. The candidate portfolios that will be examined prior to and during the site visit will include those from all of the institution's professional education programs under review and at different stages (entry to program, foundations, pre-student teaching clinicals, student teaching, program exit) within those programs.
- If the institution is also accredited by a nationally recognized professional education accreditation organization such as the NCATE or TEAC, the institution pre-visit will be scheduled concurrently with the DPI campus liaison, DPI's NCATE liaison and the organization's examining or auditing team chair.
- DPI's campus liaison disseminates the submitted content area assessments to all appropriate DPI content consultants, and the Professional Education Program Report to site team members.
- DPI program area consultants/content specialists review content assessments submitted with the Institution's Professional Education Program Report related to individual program areas and arrange a time with the appropriate SCD program heads prior to the institution's regular site visit to examine the assessments and sample candidate portfolios in the relevant content areas. The purpose of this examination is to determine whether an institution's candidates have shown evidence of mastering the content standards in specific license areas. Content consultants will also annually examine content test scores. If content test scores in any institution's professional education programs falls below the established norm for two or more years DPI program consultants will conduct in-depth audits of the questionable programs. These audits will include obtaining additional information about the articulation of the content standards and the professional education program's curriculum as well as any additional evidence; and conducting interviews with administration, employers, graduates and faculty deemed necessary through the review process.

30 Days Prior to the Onsite Review

- DPI program/content area consultants submit a written report of their findings to the Teacher Education Liaison.
- DPI program consultants may provide the DPI liaison with a request to participate in the on-site review. The DPI Teacher Education liaison will review the written evidence provided for that program and, if deemed necessary, the program consultant may be included in the onsite review. The dean, director or chair will be notified.
- The DPI Teacher Education liaison informs the dean, director, or chair of education of the composition of the site visit team.

The Onsite Review

- A Program Approval Team, assembled by the DPI, conducts a two to three day onsite review of the institution, its programs and facilities. This team is composed of DPI staff, school, college or university personnel, and school based practitioners appointed by the director of Teacher Education/Professional Development/Licensing at the DPI after consultation with the appropriate professional organizations. The average size of the team varies from three to six persons. All members of the review team will undergo training in the Wisconsin standards-based review process.
- The institution will provide sample candidate portfolios for the team to examine. Portfolios are a collection of documentary evidence, gathered over time, to demonstrate candidate proficiency in meeting the knowledge, skill and dispositions associated with the Wisconsin Teacher/Administrator/Pupil Services Standards and Content Standards of the license area. The portfolios assess candidates' knowledge, skills, and dispositions in five general areas: communication skills, human relations and professional dispositions, content knowledge, pedagogical knowledge, and teaching/pupil services/administration practice. They may include, but are not limited to, whole group and individual pupil performance as measured by state, local, formal and informal assessments; lesson plans; SCD supervisor, cooperating teacher and school-based supervisor comments on classroom performance; journals documenting teacher analyses, pupil work or classroom management practices; and evidence of curriculum adaptations for children with disabilities or other exceptionalities. The previsit examination of candidate portfolios by DPI content specialists will focus on the content standards for specific license categories. The examination of candidate portfolios during the site visit by the visiting team will focus on the institutional assessment system and the Wisconsin standards.
- During the visit, the team will conduct interviews with faculty and staff, including supervisors, cooperating practitioners and school based supervisors, candidates and program graduates. The team may request other evidence supporting the initial approval of the institution and its programs.

10 Days After the Onsite Review

Program Approval Team members submit a written report of their findings to the Teacher Education liaison.

20 Days After the Onsite Review

Within twenty days of the onsite review, the director of Teacher Education, Professional Development and Licensing provides the dean, director, or chair of education with a draft of the Program Evaluation and Approval Report for review.

Within 20 Days of Receipt of the Draft Program Evaluation and Approval Report

The institution has twenty days to review the draft and return it with **corrections of omissions and factual errors**. The institution does not have an opportunity to contest the findings of the Program Approval Team at this point. That opportunity is provided, as a component of the appeals process, if a program is conditionally approved or denied approval.

Any time after IHE receipt of the draft report and prior to final report

Any time after IHE receipt of the draft report and prior to final report the IHE may accept a disapproval determination and immediately begin developing a remedial plan that addresses the comments and reasons for denial in the Program Approval Report, as well as the items in the rubric document checked “approaching requirements” and “does not meet requirements.”

Within 50 Days after the Onsite Review

The director of Teacher Education/Professional Development/Licensing submits the corrected draft Program Evaluation and Approval Report to the superintendent, who may convey that report to the Professional Standards Council. The Professional Standards Council has ten days to review the report and ask for clarification from the Program Approval Team liaison.

Within 60 Days after the Onsite Review

The superintendent of public instruction sends a final report to the institution, granting approval or denial of approval for each program.

Figure 3 - Professional Education Program Review Timeline Chart

TIMEFRAME	ACTIVITY
1 year prior to onsite	DPI establishes program review dates with the IHE
	DPI sends the Program Approval Handbook to the dean, director or chair of the education program
	The Professional Standards council is notified of the scheduled date of review
6 months prior to onsite	DPI selects and trains the Program Approval Team
90 days (3 months) prior to the onsite	The IHE submits its Professional Education Program Report (or NCATE report with WI additional components) including assessments for each license area to DPI
	DPI campus liaison visits campus to set up site schedules (if NCATE or TEAC, this is conducted concurrently).
	DPI liaison forwards content assessments and Professional Education Program Report to content consultants and Review team members, respectively
90 to 30 days prior to the onsite	Using their program approval guidelines, DPI content consultants review submitted assessments and conduct their campus reviews (interviews and portfolio content reviews) with the IHE program directors.
30 days prior to the onsite	Using their program approval guidelines and the program approval template, DPI content consultants submit a written report of their findings to the Teacher Education campus liaison.
	The DPI Teacher Education liaison informs the dean, director or chair of the site team composition.
Onsite Review	IHE sets up interviews, visits, portfolios and corroborating documentation of information in the Professional Education Program Report. A list of all documents is provided to the review team.
10 days after onsite	Using the rubrics in the handbook and the IHE self-assessment checklists, Program Approval Team members submit a written report of their findings to the review team chair/campus liaison.
20 days after onsite	The DPI Teacher Education Director sends the IHE dean, director or chair a draft of the Program Evaluation and Approval Report.
Within 20 days of receipt of draft report	The IHE may return the draft with “corrections of omissions and factual errors” it believes are in the report.
Any time after IHE receipt of the draft report and prior to final report	The IHE may accept a disapproval determination and immediately begin developing a remedial plan that addresses the comments and reasons for denial in the Program Approval Report, as well as the items in the rubric document checked “approaching requirements” and “does not meet requirements.”

TIMEFRAME	ACTIVITY
Within 50 days after onsite	The DPI Teacher Education Director submits the corrected draft Program Evaluation and Approval Report to the state superintendent.
(During a formal session of the Professional Standards Council)	Superintendent may convey the report to the Professional Standards Council members.
Within 60 days after the onsite	If the TEPDL team receives a remedial plan of the program report and the superintendent accepts it, the superintendent sends a letter of CONDITIONAL APPROVAL to the IHE.
Within 60 days after the onsite	The state superintendent sends the final APPROVAL or DISAPPROVAL report to the IHE. If any program is considered for disapproval, a warning letter is sent with the report by certified mail.
Within 60 days after the warning letter	If the IHE receives a warning letter, it may present a remediation plan to the DPI addressing all conditions leading to the consideration of disapproval.
60 days after the warning letter	If the IHE does not remedy the conditions of the disapproval, the state superintendent (or appointed professional standards council members) schedules (with a 30 day notice) a campus visit with the chief administrator of the IHE. At that visit, a formal letter of disapproval by the superintendent is presented to and discussed with the chief administrator.
Within 30 days of IHE receipt of formal disapproval notice	IHE may commence an appeal by certified mail to the state superintendent stating the grounds for the appeal signed by the IHE chief administrator
Within 60 days of an appeal being received by the superintendent	Superintendent appoints an impartial hearing panel to review appeal and make recommendations to her/him. Based on hearing results, superintendent affirms, modifies or reverses the decision that is the subject of the appeal.

2. Program Approval, Denial and Conditional Approval

Program Approval

Program Approval indicates that the IHE has provided adequate documentation of compliance with the requirements of Chapter PI 34 to the superintendent of public instruction for approval of the SCD's professional education program(s).

Denial of Program Approval

The state superintendent may not approve any program that does not provide adequate documentation of compliance with Chapter PI 34. If any program is denied, the DPI, in accordance with PI 34.06 (5), commences with a warning by the SCD liaison that disapproval is being considered for one or more professional programs leading to licensure. A written warning, indicating all areas of non-compliance, is sent by certified mail to the institution's chief administrator. The SCD has 60 days to present the Department evidence of remediation of the condition(s) leading to the warning.

Conditional Program Approval

The state superintendent may grant conditional approval to a program if all of the following conditions are met:

- the institution which sponsors the program submits to the state superintendent a plan of remedial measures which brings the program into compliance with all of the requirements of this chapter; and
- the state superintendent is satisfied that such remedial measures will be implemented in a timely manner so that graduates of such a program will have completed all applicable work required in PI 34.

60 Days after the Warning Letter

If the condition(s) for the warning letter are not remedied, a formal campus visit by the state superintendent or, at his or her request, representatives of the professional standards council is scheduled. The chief administrator of the IHE is given at least 30 days notice prior to the official visit by representatives of the professional standards council. The professional standards council acting in formal session may make a recommendation to the state superintendent for his or her consideration regarding approval or non-approval.

The IHE has the right of appeal, in accordance with PI 34.07 of the Wisconsin Administrative Code, or must provide notice to prospective and currently enrolled students of non-approval of the program leading to licensure.

Appeals

An institution may appeal non-approval of a program on the following grounds:

- The state superintendent's decision was based on material errors in fact.
- The state superintendent's decision was arbitrary and capricious.
- The proficiency measures used did not fully represent the knowledge, skills, and dispositions of the institution's graduates.

The institution must send a written notice of appeal to the state superintendent, by certified mail, within 30 days after the receipt of formal notice of the final decision of non-approval. The institution must state the reasons for the appeal and the grounds on which the appeal is based. The institution's chief administrator must sign the notice.

An impartial panel is appointed to review the appeal and make recommendations to the state superintendent. The hearing is held within 60 days of receipt of the appeal. Evidence of programmatic or institutional changes implemented after the state superintendent's decision for denial is not admissible at this hearing.

Based on the evidence presented and the recommendation of the panel, the state superintendent, or his or her designee, affirms, modifies, or reverses the decision of non-approval.

3. Continuing Program Reviews

Initial program approval is for a period not more than 5 years. Continuing program approval decisions are based on a continuous process review and conducted annually by the department's Teacher Education liaison to the institution. As part of the continuing review process, every institution is visited each year by their DPI liaison or other department professional staff. During this review process, the SCD develops materials and information that identifies new initiatives and programs, evaluation and assessment data and what changes or revisions have occurred in programs as a result of the data collected. Additionally, the SCD addresses any non-approved or conditionally approved programs or standards.

If, during the years of continual approval, an institution initiates a significant redesign of a professional preparation program or designs a new program, the state superintendent will review and may approve the redesigned program following the procedures for initial program approval. No program may be initiated by an IHE prior to the state superintendent's approval.

On-Going Department Teacher Education Team Liaison and Department Consultants Visits

The Department's Teacher Education Liaison will schedule informal meetings or visits, in addition to the formal continuing reviews, to each of her or his assigned campuses. The purpose of these visits is to provide technical assistance, provide information and to solicit feedback on SCD programs. The visits will be scheduled jointly between the SCD and the DPI liaison. In addition, the DPI liaison will maintain ongoing contact with her or his assigned campuses through conventional and electronic communication. Department program area consultants will also have on-going communication with their IHE program counterparts to support program developments, share information, provide guest lectures to classes and consult as requested.

Experimental and Innovative Programs

An institution may petition the state superintendent to offer an experimental or innovative program that is not in full compliance with Chapter PI 34. A plan for the program, including how it corresponds to the SCD's conceptual framework, must be presented to the state superintendent prior to implementation. The state superintendent may specify the number of years that the program may operate and requires a plan of evaluation for the program. Programs that are experimental or innovative include:

- Programs designed to develop new approaches, new arrangements or new contexts for the preparation of school personnel.
- Programs designed to meet the special needs of particular segments of society such as minority, disadvantaged, or nontraditional pupils.
- Programs designed to prepare school personnel for new types of positions that are emerging at the elementary, middle, or high school level.
- Programs that are cooperative between institutions or between institutions and school districts for the purpose of improving the candidate pool of applicants for the district.

Once established, these programs will be reviewed as part of the SCD's educational preparation program and must be included within the SCD's Professional Education Program Report,

conceptual framework and assessment system. They must correspond to the institution's standards and all candidates must pass the content examination.

**HANDBOOK OF STANDARDS, PROCEDURES, AND POLICIES
FOR THE APPROVAL OF PROFESSIONAL EDUCATION PROGRAMS
IN THE STATE OF WISCONSIN**

APPENDIX



Appendix A

A. CONCEPTUAL FRAMEWORK SUMMARY

RULE OR STATUTORY REQUIREMENT	HANDBOOK REFERENCE
1) Institution's research based mission, vision & philosophy and how it corresponds to ongoing collaboration with faculty, employing schools & districts PI 34.06 (1), PI 34.15 (1)	See pages 4, 7
2) Institutional research based overarching assessment system incorporating program assessment PI 34.15 (2)	See pages 4, 8, 10-18, 20 Appendix B
3) Research based Institutional Evaluation of Program Performance and Outcomes by program PI 34.06 (3)	See page 8-9
4) Follow-up studies of program graduates/completers that are used in the assessment of both initial and advanced programs PI 34.15 (8)	See page 20
5) Institutional policies and practices	See page 7 Appendix F
6) The IHE's Title II report to the state	See page 21

APPENDIX B

B. IHE CHECKLIST OF ASSESSMENT SYSTEM

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p>PI 34.15 (2)</p> <p>Assessments of knowledge, skills and dispositions within a professional education program. Assessments shall meet all of the following requirements:</p> <p>The program's assessment system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs.</p>	Assessment plan	
	The program takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.	<ul style="list-style-type: none"> ● Assessment plan, ● Admissions policy, ● policy manual, ● education program handbook. 	
	Professional preparation programs assure that prospective teachers, pupil services staff and administrators (and their school based cooperating/supervising staff) understand the scope and purposes of the assessments, the performances, assessment criteria, and processes that comprise the assessment system.	<ul style="list-style-type: none"> ● Assessment plan, ● Admissions policy, ● policy manual, ● education program handbook 	
	The program explicates the research and knowledge base used to develop the institution's standards-based performance tasks and assessments. Evidence is presented as a broad base representing research into best practice in teaching and learning/pupil services/administration and performance-based assessment of teaching and learning/pupil services/administration.	Research base supporting Performance Tasks and Assessments	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p><u>Assessment at Program Entry.</u></p> <p>At the time that any candidate applies for entry into a professional preparation program, the institution and the program will assess:</p> <p>Candidate competency in communication skills, which includes reading, writing, mathematics, speaking, listening, media and emerging technology as determined by passing scores on standardized tests approved by the state superintendent, or through assessments designed by the SCD prior to admissions to the programs.</p>	<ul style="list-style-type: none"> ● Assessment plan, ● Admissions policy, ● policy manual, ● education program handbook 	
	<p>Other candidate program entry requirements such as letters of recommendation, prior experiences with children, personal interviews, or background checks.</p>	<ul style="list-style-type: none"> ● Assessment plan, ● Admissions policy, ● policy manual, ● education program handbook 	
	<p>A candidate cumulative grade point average of not less than 2.5 on a 4.0 scale on at least 40 semester credits of college level course work for admission to initial programs, or a 2.75 on scale of 4.0 in a bachelor's degree program for admission to advanced programs. Evidence other than grade point average may be approved by the state superintendent for use by colleges where alternative measures of performance are in place.</p>	<ul style="list-style-type: none"> ● Assessment plan, ● Admissions policy, ● policy manual, ● education program handbook 	
	<p>Exceptions relating to the established passing scores on standardized tests or SCD designed or approved assessments, or the minimum cumulative grade point average may be granted to no more than 10% of the total number of students admitted to the initial or advanced programs for each admission period.</p>	<ul style="list-style-type: none"> ● Policy Manual ● Admissions policy 	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p><u>Assessment of Foundations, Pre-Student Teaching/Practicum/Internship, and Student Teaching/Practicum/Internship</u></p> <p>Once a candidate has been admitted to a professional education program, the program must provide for multiple assessments of candidate knowledge, skills, and dispositions that are developmental in scope and sequence. This ongoing assessment system should assess candidates' progress toward achieving the level of proficiency required at the time of program completion. Systematic assessment must ensure that:</p> <p>All candidates completing programs at both the initial and advanced level demonstrate the knowledge, dispositions, and skills that substantiate competence in the Wisconsin teaching/pupil services/administration standards listed in PI 34 or their equivalent as approved by the state superintendent. (Institutions may include dispositions within their performances)</p>	<ul style="list-style-type: none"> ● Assessment plan, ● Admissions policy, ● policy manual, ● education program handbook 	
	<p>In the assessment of pedagogical knowledge (for all candidates) and teaching/pupil services/administrative practices determined by proficiency on the Wisconsin standards, <u>each program has</u></p> <ul style="list-style-type: none"> ● identified levels of proficiency or other benchmarks that demonstrate candidate success, ● uses multiple measures over time of progressively more complex performance tasks culminating in an assessment during student teaching, internships, or practica. <p>The performance tasks that support each standard that is assessed must</p> <ol style="list-style-type: none"> a) include the content of the standard, b) demonstrate mastery of the standard, c) be measurable over time.¹ 	<ul style="list-style-type: none"> ● Assessment plan, ● Admissions policy, ● policy manual, ● education program handbook 	

¹ Institutions should show within the presentation of their conceptual framework how the assessment system is grounded in research and knowledge on best practices in education. It is not necessary to show how each separate performance task is grounded in research.

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p>Each candidate demonstrates proficient levels of content knowledge as documented by</p> <ul style="list-style-type: none"> a) passing scores on standardized tests approved by the state superintendent which includes the Wisconsin model academic standards, AND b) proficiency with regard to content standards adopted by the state superintendent from recommendations by the professional standards council OR standards adopted by the SCD using national standards, guidelines from learned societies or national organizations, or other recognized groups or organizations. The content standards must include the Wisconsin model academic standards. The assessment of the content standards will be done within the context of the assessment of the Wisconsin Teacher/Pupil Services/Administration Standards (e.g. Standard #1). 	Assessment Plan	
	Each candidate demonstrates an awareness of the Wisconsin Model Academic Standards and an understanding of how educators operate in a standards-based environment appropriate to the areas in which they are to be licensed.	Assessment plan	
	Assessments measure each candidate's communication skills.	Assessment plan	
	Each candidate who completes the program has a portfolio of evidence that demonstrates that the Wisconsin teaching/pupil services/administration standards or their equivalent have been met. These portfolios include two written evaluations from the candidate's cooperating teacher(s)/school based supervisors during student teaching/practicum/internship.	Assessment Plan	
	<p>The institution's assessment of teacher candidates provides evidence of pupil learning and teacher candidates' reflections about that learning that address:</p> <ul style="list-style-type: none"> (a) the relationship between the teaching that occurred and the pupil learning shown, (b) the identification of "next steps" in instruction for the pupils. 	Assessment Plan	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	The institution's assessment of candidates includes evidence of candidates' knowledge, understanding, and skill in minority group relations and conflict resolution (see Appendix F).	<ul style="list-style-type: none"> ● Assessment Plan, ● prerequisite course/experience listings, ● syllabi 	
	For licenses to teach reading and language arts to pupils in grades PK to 6, the assessment system must include evidence candidates' ability to teach reading and language arts using appropriate instructional methods including phonics.	<ul style="list-style-type: none"> ● Assessment Plan, ● prerequisite course/experience listings, ● syllabi 	
	<p>For all licenses, the assessment system must include evidence of candidates' ability to</p> <p>(1) use procedures for assessing and providing education for pupils with disabilities, including the roles and responsibilities of regular and special education providers, and</p> <p>(2) modify the regular education curriculum when instructing pupils with disabilities.</p>	<ul style="list-style-type: none"> ● Assessment Plan, ● prerequisite course/experience listings, ● syllabi 	
	For licenses in economics, social studies or agriculture, the assessment system must include evidence of candidates' knowledge and understanding of cooperative marketing and consumer cooperatives.	<ul style="list-style-type: none"> ● Assessment Plan, ● prerequisite course/experience listings, ● syllabi 	
	For licenses in agriculture, early childhood, middle childhood to early adolescent, science and social studies, the assessment system must include evidence of candidates' knowledge and understanding of environmental education including the conservation of natural resources.	<ul style="list-style-type: none"> ● Assessment Plan, ● prerequisite course/experience listings, ● syllabi 	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p><u>Assessment At The Time Of Program Completion/Exit.</u></p> <p>Candidate performance on each standard must also be assessed at the time of program completion. Cumulative assessment on each standard over time must indicate mastery of the standard at a level of proficiency required for beginning teachers/pupil services professionals/administrators by the time the candidate completes the program. In addition to these assessments, each program must also apply at least the following exit criteria:</p> <p>A minimum grade point average of 2.75 on a 4.0 scale for initial programs or a minimum cumulative grade point average of 3.0 on a 4.0 scale for advanced programs. Evidence other than grade point average may be approved by the state superintendent for use by colleges where alternative measures of performance are in place.</p>	<ul style="list-style-type: none"> ● Assessment plan, ● policy manual, ● education program handbook 	
	<p>Exceptions to the minimum grade point average may be granted to no more than 10% of the total number of candidates completing professional education programs leading to licensure in each graduation period.</p>	<ul style="list-style-type: none"> ● Assessment plan, ● policy manual, ● education program handbook 	

APPENDIX C

C. IHE CHECKLIST OF CLINICAL PROGRAM AND FACULTY

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p><u>PI 34.15 (5)</u></p> <p>The conceptual framework contains a clinical program including practica for pupil services and administrative programs and for prestudent teaching, student teaching and other supervised clinical experience in prekindergarten through grade 12 school settings.</p>		
	<p><u>Pre-student Teaching</u></p> <p>Program requires onsite supervised clinical experiences that occur prior to student teaching, are developmental in scope and sequence, and occur in a variety of school settings.</p>	<p>Clinical experience policy, Assessment plan, clinical experience evaluation protocols Portfolio criteria</p>	
	<p>The prestudent teaching experiences result in candidates demonstrating knowledge and understanding of the 10 Teacher Standards through assessments of</p> <ul style="list-style-type: none"> <input type="checkbox"/> communication skills, <input type="checkbox"/> human relations and professional dispositions, <input type="checkbox"/> content knowledge, <input type="checkbox"/> pedagogical knowledge, <input type="checkbox"/> teaching practice 	<p>Clinical experience policy, Assessment plan, clinical experience evaluation protocols Portfolio criteria</p>	
	<p>Successful performance is measured using both of the following:</p> <ol style="list-style-type: none"> At least 2 written evaluations of each candidate based upon observations by the cooperating teacher and the SCD supervisor. 	<p>Clinical experience policy, Assessment plan, clinical experience evaluation protocols Portfolio criteria</p>	
	<ol style="list-style-type: none"> The candidate's portfolio. 	<p>Clinical experience policy, Assessment plan, clinical experience evaluation protocols Portfolio criteria</p>	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p><u>Student teaching</u></p> <p>The program requires experiences that are developmental in scope and sequence, occur in school settings, and meet Wisconsin's statutory requirements.</p>	<p>Clinical experience policy,</p> <p>Assessment plan,</p> <p>clinical experience evaluation protocols</p> <p>Portfolio criteria</p>	
	<p>The student teaching experience is for full days for a full semester following the daily schedule and semester calendar of the cooperating school, or equivalent as determined by the state superintendent.</p>	<p>Clinical experience policy,</p> <p>Portfolio evidence</p>	
	<p>Student teaching experiences provide candidates opportunities to interact with and adapt instruction for pupils with disabilities or other exceptionalities.</p>	<p>Clinical experience policy,</p> <p>Assessment plan,</p> <p>clinical experience evaluation protocols</p> <p>portfolio criteria</p>	
	<p>As a result of the student teaching experience, candidates demonstrate knowledge and understanding of the 10 Teacher Standards through the assessments.</p>	<p>Clinical experience policy,</p> <p>Assessment plan,</p> <p>clinical experience evaluation protocols</p> <p>portfolio criteria</p>	
	<p>Successful performance of student teaching is measured using all of the following:</p> <ol style="list-style-type: none"> 1. A minimum of 4 classroom supervisory visits of a least one hour in length made to each candidate teacher by the SCD supervisor. Supervisors with teaching experience and expertise in the specialty subject area and at the grade level of pupils being taught by the student teacher must participate in the classroom supervision. 	<p>Clinical experience policy,</p> <p>Assessment plan,</p> <p>clinical experience evaluation protocols</p> <p>Portfolio criteria</p>	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p><u>Student teaching</u></p> <p>2. A least 4 written evaluations of each candidate based upon classroom observations by the cooperating teacher or by the SCD supervisor. At least one of the evaluations is written by the cooperating teacher. Evaluation procedures include</p> <ul style="list-style-type: none"> <input type="checkbox"/> conferences involving the student teacher, the cooperating teachers, and the SCD supervisors. <input type="checkbox"/> The cooperating teacher's evaluation of the student teacher/intern becomes part of the candidate's portfolio. <input type="checkbox"/> Other evaluations by PK-12 professional school personnel that attest to the competency of the candidate as a prospective teacher may also be included in the portfolio. <input type="checkbox"/> The student teacher determines the evaluations that may be available to prospective employers. 	<p>Clinical experience policy, Assessment plan, clinical experience evaluation protocols Portfolio criteria</p>	
	A review of the required student portfolio.	<p>Clinical experience policy, Assessment plan Portfolio criteria</p>	
	<p><u>Practicum</u></p> <p>Programs for pupil services and administrative licenses include supervised practica in the area of licensure that are developmental in scope and sequence</p>	<p>Clinical experience policy, Assessment plan Clinical experience evaluation protocols Portfolio criteria</p>	
	The IHE can demonstrate that as a result of the practicum experience, a license candidate possesses knowledge and understanding of the Wisconsin Administrative or Pupil Services standards.	<p>Clinical experience policy, Assessment plan Clinical experience evaluation protocols Portfolio criteria</p>	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<u>Practicum</u> Successful performance of the practicum is measured by all of the following: 1. At least 2 written evaluations by the school-based supervisor based upon observations;	Clinical experience policy, Assessment plan Clinical experience evaluation protocols Portfolio criteria	
	2. At least 2 written evaluations by the SCD supervisor during each student's practicum;	Clinical experience policy, Assessment plan Clinical experience evaluation protocols Portfolio criteria	
	3. 2 conferences involving the school-based supervisor, the SCD supervisor and the practicum student;	Clinical experience policy, Assessment plan Clinical experience evaluation protocols Portfolio criteria	
	4. The school-based supervisor's evaluation of the practicum is part of the student's portfolio.	Clinical experience policy, Assessment plan Clinical experience evaluation protocols Portfolio criteria	
	<u>Graduate internship program.</u> 1. Advanced programs include a graduate internship in the area of licensure that is developmental in scope and sequence.	Clinical experience policy, Assessment plan Clinical experience evaluation protocols Portfolio criteria	
	2. As a result of the intern experience, a license candidate demonstrates knowledge and understanding of the Wisconsin Teacher /Administrator/Pupil Services Standards, as appropriate.	Clinical experience policy, Assessment plan Clinical experience evaluation protocols Portfolio criteria	
	3. Supervision and primary responsibility for the student rests directly with the licensed local school district supervisor and indirectly with the college or university supervisor.	Clinical experience policy, Assessment plan	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p><u>PI 34.15 (6) Cooperating Personnel:</u></p> <p>In relation to the clinical program, the conceptual framework describes the institution's requirements for cooperating teachers and school-based supervisors, demonstrating that those teachers, pupil services professionals, and administrators who work with the institution's students meet all of the following requirements:</p> <p>a) Hold a Wisconsin license and have volunteered for assignment as a cooperating teacher, practicum or internship supervisor.</p>	<p>Clinical experience policy,</p> <p>Cooperating teachers' and school based supervisors' vitae</p>	
	<p>b) Have at least 3 years of teaching/pupil services/administration experience with at least one year of experience in the school or school system of current employment.</p>	<p>Clinical experience policy,</p> <p>Cooperating teachers', school based pupil services' & administrative supervisors' vitae</p>	
	<p>c) Have completed training in both the supervision of clinical students and in the applicable Wisconsin Standards for their professional educator group.</p>	<p>Clinical experience policy,</p> <p>Cooperating teachers', school based pupil services' & administrative supervisors' vitae</p>	

APPENDIX D

D. IHE CHECKLIST OF GENERAL EDUCATION PROGRAM

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p>PI 34.15 (7) General Education The conceptual framework also identifies the general education program required of initial teaching candidates. Each institution must describe how it ensures that each candidate has knowledge and understanding in all of the following areas through their participation in its general education program:</p> <p>(a) Written and oral communication.</p>	Assessment plan, course/experience listings, syllabi, education handbook	
	(b) Mathematics.	Assessment plan, course/experience listings, syllabi education handbook	
	(c) Fine arts.	Assessment plan, course/experience listings, syllabi education handbook	
	(d) Social studies.	Assessment plan, course/experience listings, syllabi education handbook	
	(e) Biological and physical sciences.	Assessment plan, course/experience listings, syllabi education handbook	
	(f) The humanities, including literature.	Assessment plan, course/experience listings, syllabi education handbook	
	(g) Western and non-western history or contemporary culture.	Assessment plan, course/experience listings, syllabi education handbook	

APPENDIX E

E. IHE CHECKLIST OF MINORITY GROUP RELATIONS AND CONFLICT RESOLUTION REQUIREMENTS

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p>PI 34.15 (4) The SCD has provisions that enable all candidates completing professional preparation programs to demonstrate knowledge and understanding of the following:</p> <p>(c) Minority group relations for all licenses including all of the following:</p> <ol style="list-style-type: none"> 1. The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin. 	<p>Assessment plan, prerequisite course/experience listings, syllabi Education Handbook</p>	
	<ol style="list-style-type: none"> 2. The history, culture and contributions of women and various racial, cultural, language and economic groups in the United States. 	<p>Assessment plan, prerequisite course/experience listings, syllabi Education Handbook</p>	
	<ol style="list-style-type: none"> 3. The philosophical and psychological bases of attitude development and change. 	<p>Assessment plan, prerequisite course/experience listings, syllabi Education Handbook</p>	
	<ol style="list-style-type: none"> 4. The psychological and social implications of discrimination, especially racism and sexism in the American society. 	<p>Assessment plan, prerequisite course/experience listings, syllabi Education Handbook</p>	
	<ol style="list-style-type: none"> 5. Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program. 	<p>Assessment plan, prerequisite course/experience listings, syllabi Education Handbook</p>	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	6. Minority group relations through direct involvement with various racial, cultural, language and economic groups in the United States.	Assessment plan, prerequisite course/experience listings, syllabi Education Handbook	
	(d) Conflict resolution for all licenses including all of the following: 1. Resolving conflicts between pupils and between pupils and school staff.	Assessment plan, prerequisite course/experience listings, syllabi Education Handbook	
	2. Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.	Assessment plan, prerequisite course/experience listings, syllabi Education Handbook	
	3. Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.	Assessment plan, prerequisite course/experience listings, syllabi Education Handbook	

APPENDIX F

F. IHE SELF-ASSESSMENT OF INSTITUTIONAL POLICIES AND PRACTICES FORM

As part of its Professional Education Program Report that is submitted to DPI prior to the site visit, each professional education institution must complete the “Self-Assessment of Institutional Policies and Practices Form”. Please indicate whether your institution has met each rule or statutory requirement in Yes/No column. Possible sources of evidence for documenting how your institution has met the requirements are suggested. However, this list is not exhaustive. Each institution must identify where specific evidence of meeting each rule or statutory requirement may be found (e.g., See Faculty Policy Manual p. 5) in the Institutional Evidence column. Please do not submit this evidence with the Self-Assessment Form.

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	PI 34.10 Organization and administration of professional education programs. (1) ORGANIZATION SUPPORT FOR PROFESSIONAL EDUCATION. (1) The institution insures the SCD is clearly identified and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.	Policy manual, mission statement, organizational chart	
	(2) RECOGNITION OF SCD’S AUTHORITY. The institution has policies which clearly identify selection, promotion, and tenure of faculty, teaching loads, faculty development opportunities, and institutional and community service expectations.	Policy manual	
	(3) RESOURCES AND FACILITIES FOR PROGRAM OPERATION. (a) The institution insures the SCD has adequate resources to support teaching and scholarship by faculty and candidates.	Budget document, policy manual	
	(b) The institution insures the SCD has sufficient facilities, equipment and budgetary resources to fulfill its mission and offer quality programs	Description of facilities, budget	
	(c) The SCD insures that constituent groups from the local community are involved in the development, evaluation and revision of all professional education programs.	Policy manual, minutes of meetings, communication documents, graduate follow-up plan	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	PI 34.11 Faculty. (1) RECRUITMENT OF DIVERSE FACULTY. The institution recruits, hires and retains a diverse professional education faculty.	Recruiting and hiring policies Faculty Roster	
	(2) FACULTY QUALIFICATIONS. (a) Faculty who teach in initial and advanced programs leading to licensure have preparation specifically related to their assignments, hold an advanced degree and demonstrate expertise in their assigned area of responsibility.	Resumes, vitae Course/faculty listings	
	(b) Faculty who teach in initial and advanced programs are knowledgeable about current elementary, middle, and secondary curriculum, practices, requirements, technology, and administrative practices appropriate to their assignment.	Resumes, vitae Listings of publications, articles, professional development participation, special projects, grants	
	(c) Faculty who supervise practicum students, student teachers, or interns have at least 3 years of experience in prekindergarten through grade 12 settings or administrative settings appropriate to their assignment.	Resumes	
	(d) Faculty who teach in an initial or advanced program are actively engaged in professional practice with prekindergarten through grade 12 schools, professional organizations, and other education related endeavors at the local, state or national level.	Resumes, Listings of committee assignments, special projects Conference presentations	
	(e) Faculty responsible for the leadership or coordination of initial or advanced programs leading to licensure must hold a minimum of a master's degree or its equivalent in the principal discipline of the program.	Resumes	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p>(3) PROMOTION, LOAD, AND PROFESSIONAL DEVELOPMENT.</p> <p>(a) The institution has workload policies which insure all faculty who teach in initial and advanced programs have the time and resources to accommodate teaching, advising, research and scholarship, administration, committee work, supervision, and other institutional and community service activities.</p>	Policy manual	
	<p>(b) The institution provides the resources, time and opportunities for all faculty to engage in professional development to enhance intellectual and professional vitality.</p>	Policy on professional development	
	<p>(c) The SCD has sufficient numbers of full time faculty to teach in initial and advanced programs to insure consistent quality and delivery of programs.</p>	Faculty Assignments, policy manual	
	<p>PI 34.12 Facilities, technology, instructional resources and support.</p> <p>(1) FACILITIES.</p> <p>(a) The institution provides adequate classroom, laboratory, office and workspace which have current technology, equipment and supplies needed to fulfill the mission of the institution.</p>	Facility descriptions, policy manual	
	<p>(b) The institution provides a library that serves as the primary resource center and adequately supports instruction, research, and services pertinent to the needs of professional education programs. Resources related to professional education are organized and indexed so faculty and candidates can easily identify, find and use them. The library provides up-to-date catalogs, indexes, directories and electronic information access tools.</p>	<p>Library description and organization</p> <p>Policy manual</p>	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	<p>(2) INSTRUCTIONAL RESOURCES.</p> <p>(a) The institution maintains an instructional materials center that is accessible on a schedule approximating that of the main library which houses instructional materials used in elementary, middle and high schools including sample textbooks, curriculum guides, tests, library books, periodicals, computer software and other teaching materials. These materials include print and non-print materials and teaching aids, and materials for the evaluation and assessment of learning, and the institution provides instruction in the construction and use of the materials.</p>	Description of holdings and schedule of instructional materials center.	
	<p>(b) The institution provides sufficient qualified library and technical staff who have substantial knowledge of materials used in schools and school library media centers to support the library, the instructional materials collection, media and computer support services, and other instructional technology necessary to support the goals of the professional education programs.</p>	List of staffing and qualifications/vitae of library and technical employees	
	<p>(c) The institution ensures that candidates have access to and can use current educational technology in instructional settings. This includes equipment such as computers, projectors, recorders and other specialized equipment used for teaching.</p>	<p>Listing of equipment available for loan.</p> <p>Training schedule</p> <p>Assessment plan</p>	
	<p>(3) REVIEW AND PURGING.</p> <p>All resources are identifiable, relevant, accessible, and systematically reviewed by professional staff to make acquisition and purging decisions.</p>	Policy of libraries	
	<p>PI 34.13 Student services.</p> <p>(1) ADVISING RESOURCES AND MATERIALS.</p> <p>The institution insures all candidates have access to and are provided information and resources on student services including personal, professional and career counseling, career information, tutoring, academic, and job placement assistance.</p>	<p>Policy manual,</p> <p>student handbook,</p> <p>education program handbook</p> <p>Career Center Handbook</p>	

YES/NO	RULE OR STATUTORY REQUIREMENT	SUGGESTED DOCUMENTATION	INSTITUTIONAL EVIDENCE
	(2) STUDENT SUPPORT SERVICES. The SCD insures all candidates, upon entry into and throughout the professional education program, are provided with an advisor and written information describing the professional education program leading to licensure.	Policy manual, student handbook, education program handbook	
	(3) STUDENT RECORDS. (a) The institution maintains a cumulative record on each of its candidates enrolled in an approved program for license, and that record contains a transcript and written evaluations of field experiences completed during the clinical program.	Policy manual, education records description	
	(b) Each candidate has a portfolio of evidence that demonstrates that the Wisconsin teaching/pupil service/administration standards have been met. Institutions do not need to maintain a file copy of the portfolio.	Policy manual, student handbook, education program handbook Assessment plan	
	(c) The institution, in collaboration with the department, systematically evaluates and reports to the public graduate performance in obtaining employment in Wisconsin schools or school districts as well as graduate performance in advancing from the initial to professional educator license and master educator license after the first five years of employment.	Title 2 report, Follow-up plan, education program brochures, newspaper articles Web site	
	PI 34.14 Student recruitment, admission and retention. DIVERSITY OF STUDENTS. The SCD has and implements an explicit plan with adequate resources to recruit, admit and retain a diverse student body.	Diversity plan, policy manual Student body demographics	

Appendix G

G. Example of the Integration of the Wisconsin Teaching Standards and Statutory or Rule Requirements

Wisconsin Teaching Standards (PI 34.02, WI Admin. Code)	Related Statutory or Rule Requirements
1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaching and can create learning experiences that make theses aspects of subject matter meaningful to students.	<p>As specified in state statute Chapter 118.19 (6), candidates seeking licenses in economics, social studies, or agriculture must demonstrate knowledge and understanding of cooperative marketing and consumer cooperatives is required.</p> <p>As specified in state statute Chapter 118.19 and PI 34.15 (4), Wisconsin Administrative Code, candidates seeking licenses in agriculture, early childhood, middle childhood to early adolescent, science, and social studies must demonstrate knowledge and understanding of environmental education, including the conservation of natural resources.</p>
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.	<p>As specified in state statute 118.19 (4m) and PI 34.15 (4), Wisconsin Administrative Code, candidates for licenses must demonstrate evidence of knowledge, understanding, and skill in human relations, specifically</p> <ul style="list-style-type: none"> a) The history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin b) The history, culture, and contributions of women and various racial, cultural, language and economic groups in the U.S. c) The philosophical and psychological bases of attitude development and change d) The psychological and social implications of discrimination, especially racism and sexism on faculty, candidates, curriculum, instruction, and assessment in the school program

Wisconsin Teaching Standards (PI 34.02, WI Admin. Code)	Related Statutory or Rule Requirements
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.	As specified in Wisconsin Administrative Code PI 34.15 (4), candidates for all teaching license categories must demonstrate evidence of the ability to a) use procedures for assessing and providing education for pupils with disabilities, including the roles and responsibilities of regular and special education providers, and b) modify the regular education curriculum when instructing pupils with disabilities
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.	As specified in state statute 118.19 (12) and PI 34.15 (4), Wisconsin Administrative Code, candidates for licenses to teach reading and language arts to pupils in grades PK-6 must demonstrate evidence of the ability to teach reading and language arts using appropriate instructional methods including phonics. "Phonics" means a method of teaching beginners to read and pronounce words by learning the phonetic value of letters, letter groups, and syllables."
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	As specified in state statute 118.19 (9) and PI 34.15 (4), Wisconsin Administrative Code, candidates for licenses must demonstrate evidence of knowledge, understanding, and skill in conflict resolution, specifically a) Resolving conflicts between pupils and between pupils and school staff b) Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils c) Dealing with crises, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.	See above, regarding state statute 118.19 (9) and PI 34.15 (4), Wisconsin Administrative Code, regarding conflict resolution.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.	See above, regarding Wisconsin Administrative Code PI 34.15 (4).

Wisconsin Teaching Standards (PI 34.02, WI Admin. Code)	Related Statutory or Rule Requirements
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.	See above, regarding Wisconsin Administrative Code PI 34.15 (4).
9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally. PI 34.02 (9)	
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.	See above, regarding state statute 118.19 (9) and PI 34.15 (4), Wisconsin Administrative Code, regarding conflict resolution skills.

Appendix H

H. Institutional Questionnaire for Use in Preparing the Title II Institutional Report

Appendix I

I. Program Approval Rubrics